

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Part IA, Section 1 XI.C.4.

Proviso Number:(MAX: 100 characters)

1A.30. (SDE-EIA: XI.C.4-CSO Mathematics and Science Unit) The funds appropriated in Part IA, Secti

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The mission of the program is to support improvements in mathematics and science through resources and professional development in instructional techniques and strategies, use of technology, leadership, content in subject areas and assessment. This is accomplished through the Department's Mathematics and Science Unit's (MSU) 8 regional mathematics and science centers that house math and science specialists who provide technical assistance and professional development to teachers and schools.

- Provide professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.
- Train, place, and support elementary (grades K-5) school level coaches in mathematics and science who will help teachers to increase their content and pedagogical knowledge so that instruction is improved and student achievement rises.
- Support the use of exemplary science curriculum materials in elementary and middle schools and to provide special support for elementary mathematics instruction.
- Provide specific professional development for high school teachers of algebra and physical science to benefit students who are to take the exit examination during the current school year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

With support from the Mathematics and Science Unit in the Office of Curriculum and Standards at the South Carolina Department of Education, the Regional Mathematics and Science Centers conducted the following program activities and processes as a means of reaching its goals:

- Provided specific professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.
- Trained, placed, and supported elementary (grades K-5) and middle school school level coaches in mathematics and science who helped teachers to increase their content and pedagogical knowledge to improve instruction and student achievement.
- Supported the use of exemplary science curriculum materials in elementary and middle schools provided special support for elementary mathematics instruction.
- Provided specific professional development for high school teachers of algebra and physical science to benefit students who took the end of course assessments.

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During the 2006-07 school year, the regional mathematics and science centers provided high quality professional development to teachers in 150 schools in 60 school districts in the following areas: elementary and middle school mathematics and science and middle school and high school mathematics and science. The specific areas of training included the effective use science and mathematics kit training; the implementation of elementary and middle school mathematics curricula; and the instruction of high school mathematics and science courses for which there is an End of Course Examination (Algebra and Physical Science).

- With the addition of the fifth cohort of coaches during the 2006-07 school year, the number of teachers served totaled 4,150. At approximately 24 students per teacher, the schools that had coaches served approximately 100,000 students.

- During the 2006-07 school year, 14 %t more teachers received professional development in the South Carolina Algebra Classroom, the Physical Science Companion, and Inquiry Workshop than in the 2005-06 school year (1,140).

- The Regional Mathematics and Science Centers provided expertise in the development of the revised South Carolina Mathematics Academic Standards and in the revision of the science support document that enhances the South Carolina Science Academic Standards.

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The principal goal of the Regional Mathematics and Science Centers is to provide professional development to teachers so that they are better equipped to provide standards-based, grade level appropriate instruction in mathematics and science to all students.

The outcome of the work of the centers should be reflected in student performance on the Palmetto Achievement Challenge Test (PACT). While there are too many intervening variables to make a causal claim, the scores in mathematics and science on PACT and the National Assessment of Educational Progress (NAEP) support the idea that the professional development strategies (e.g., school level coaches) has paid off. In the spring 2007 administration of PACT, science scores improved at every grade level, with significant gains in grades 6, 7, and 8. Mathematics has improved every year since 2002.

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

NA

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No